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ASSIGNMENT BOOKLET 2A

ELA1104 English Language Arts 10-2
Module 2: Section 1 Assignment and Section 2 Assignment

FOR STUDENT USE ONLY	
Date Assignment Submitted: _____	(If label is missing or incorrect) Student File Number: _____
Time Spent on Assignment: _____	Module Number: _____

FOR OFFICE USE ONLY

Assigned Teacher: _____

Assignment Grading: _____

Graded by: _____

Date Assignment Received:

Student's Questions and Comments

Apply Module Label Here

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Address

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Please verify that preprinted label is for correct course and module.

Teacher's Comments

_____
Teacher

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- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

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Send all letters in a separate envelope.

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English Language Arts 10–2

Module 2

Media Influences

Assignment Booklet 2A

Learning Technologies Branch

Alberta LEARNING

FOR TEACHER'S USE ONLY

Summary

	Total Possible Marks	Your Mark
Section 1 Assignment	16	
Section 2 Assignment	29	
	45	

Teacher's Comments

English Language Arts 10-2
Module 2: Media Influences
Assignment Booklet 2A
Section 1 Assignment and Section 2 Assignment
Learning Technologies Branch
ISBN 0-7741-2237-4

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Students	✓
Teachers	✓
Administrators	
Home Instructors	
General Public	
Other	

You may find the following Internet sites useful:

- Alberta Learning, **http://www.learning.gov.ab.ca**
- Learning Technologies Branch, **http://www.learning.gov.ab.ca/ltb**
- Learning Resources Centre, **http://www.lrc.learning.gov.ab.ca**

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ASSIGNMENT BOOKLET 2A
ENGLISH LANGUAGE ARTS 10-2: MODULE 2
SECTION 1 ASSIGNMENT AND SECTION 2 ASSIGNMENT

Your mark for this module will be determined in part by how well you do your assignments.

This Assignment Booklet is worth 45 marks out of the total 100 marks for the assignments in Module 2. The value of each assignment and each question is stated in the left margin.

Work slowly and carefully. If you have difficulty, go back and review the appropriate topic. Be sure to proofread your answers carefully.

Section 1 Assignment: The Internet

16

Read all parts of your assignment carefully and record your answers in the appropriate places.

1. In Lesson 1 of Section 1, you considered some important aspects of website design. You also read an article about Hero Joy Nightingale. Use the following URL to visit Hero Joy Nightingale's website:

http://atschool.eduweb.co.uk/hojoy/

Alternatively, visit a non-commercial website of your choice and give the URL.

_____

3 **a.** What are the major strengths of the website you are viewing?

_____

_____

3 **b.** What are the major weaknesses of this website?

_____

_____

_____

When you have completed question 1, continue where you left off on page 15 in the Student Module Booklet.

(10) **2.** In Lesson 2 of Section 1, you learned that e-mail messages, though often informal, should still be clear, complete, and correct. Also, you were reminded to consider your audience (the person or people receiving your message) and the tone of your words.

Look at the following e-mail message.

From: Jane Smith (jsmith@yourhome.ca) To: Muriel Webb Cc: Subject: *Ally McBeal*
MRS. WEBB: I'm angry that you are canseling the tv show Ally McBeal. Everyone thinks this is a rediculous dicision. JANE

Using the following checklist, rewrite the body of Jane's e-mail message so that it is complete, clear, and correct. Add details to make the message effective. Remember to consider audience and tone.

	Sometimes	Usually	Always
The content of the message is complete, clear, and correct.			
I have added details to make the message effective.			
I have used appropriate tone.			
I have considered the audience.			

When you have completed question 2, continue where you left off on page 19 in the Student Module Booklet.

29

4

Section 2 Assignments: Television

1. Think about your television-viewing habits, and complete the following TV Survey.

In our home, there are _____ TV sets.

My family has access to _____ different channels.

On an average weekday, I watch TV _____ hours per day.

On an average weekend, I watch TV _____ hours per day.

What is your pattern of watching television? Do you generally watch television alone or with family or friends?

_____

_____

_____

What are your television-viewing habits? Do you frequently do other activities at the same time as you watch television? For example, do you eat, exercise, read, or talk on the telephone while you are watching television?

_____

_____

_____

Why do you watch television rather than doing something else? What are the alternatives to watching television?

_____

_____

_____

How do you choose which television shows you will watch?

_____

_____

_____

When you have completed question 1, continue where you left off on page 22 in the Student Module Booklet.

9

2. The following chart summarizes the main points of the article "Tuning in to Aboriginal TV." Add details in point form about the programs shown on APTN. (Information about the programs are found on page 133 of *Crossroads 10*.) Then list five more details in point form from the developing paragraphs on page 134 of *Crossroads 10*.

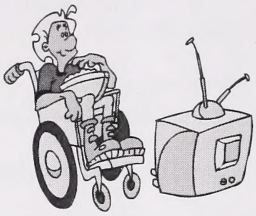
Paragraphs	Details
Opening Paragraph	• Sept. 1999: launch of APTN (Aboriginal Peoples Television Network) • 3-hour celebration with speeches, storytellers, singers, dancers in traditional dress
Developing Paragraphs	• took over 20 years to convince media powers APTN was necessary • dedicated to programming by, for, and about Aboriginal peoples • documentaries, news magazines, dramas, entertainment specials, children's series, cooking shows, educational shows • *Our People* _____ _____ _____ • *Spirit of the Land* and *Tribal Journeys* _____ _____ _____ • *Takuginai* _____ _____ _____

	• *Qaujisaut* _____ _____ _____ Programs in English (60%), French (15%), Native languages (25%) • _____ • _____ • _____ • _____ • _____
Concluding Paragraphs	• Aboriginal people have felt underrepresented and misrepresented in the past. • Canadian audiences will benefit from Aboriginal programming.

When you have completed question 2, continue where you left off on page 25 in the Student Module Booklet.

3. Complete the following charts by giving **three** arguments for television and **three** arguments against television. Give an example to illustrate and support each pro or con.

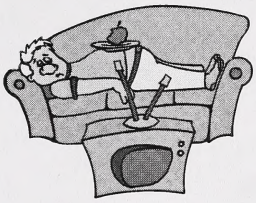
(3) **a.**

Arguments for TV
• Without TV, the sick and elderly shut-ins would be completely excluded from such events as church services and spectator sports. 
• _____
• _____
• _____

3 **b.**

Arguments Against TV

- People who watch television may be less physically active and less involved in the real world.



- _____
_____
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- _____
_____
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- _____
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_____

When you have completed question 3, continue where you left off on page 25 in the Student Module Booklet.

(10) **4.** In Lesson 3 you read Vicki Gabereau's interview with Jane Goodall, and you made a list of the steps you should follow in the interview process.

Interview someone you are acquainted with and record the interview on an audiocassette (or use any appropriate recording technology you and your teacher agree on). Submit the audiocassette (or whatever medium you used), fully and clearly labelled, along with this Assignment Booklet.

Following is a short checklist to help you with your interview.

	Sometimes	Usually	Always
I introduced the person to be interviewed and explained the purpose of the interview.			
I asked a few pre-planned questions. I also asked appropriate questions to clear up confusing information and to elicit a more elaborate response from the person being interviewed.			
I consistently spoke in a clear and audible voice.			
I related all of my verbal contributions to the purpose of the interview. I refrained from interrupting or hurrying the person being interviewed.			
I thanked the subject for participating in the interview.			

When you have completed question 4, continue where you left off on page 35 in the Student Module Booklet.

Submit Assignment Booklet 2A for assessment.

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